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ABSIRACT

A basic introduction to human relations for the kindergarten child is provided in this teacher's guide. The main generalization for the unit is "School is a place where children with different backgrounds meet and work together. Each child contributes his experiences to the group." Some of the supporting ideas in the unit are: 1) Children in school have similar needs: to learn, to have friends, to be accepted; 2) Children in school are different in interests and abilities; and, 3) Children bring to school the different experiences of their own family backgrounds. A large number of learning activities are outlined in detail. Instructional materials suggested are highly diverse, and include audiovisual materials, bocks, and a curriculum kit available from the Center. A bibliography lists instructional materials cited in the guide and includes availability information. A flannelboard story, puppet story, and songs comprise the appendix. See SO 000 584 for a listing of related documents. (JLB)

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KINDERGARTEN SOCIAL STUDIES UNIT

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Main Idea: School is a place where children with different backgrounds meet and work together. Each child contributes his experiences to the group.

CONTENT	LEARNING EXPERIENCES
1. Children in school have similar needs: to learn, to have friends, to be accepted. 2. Children in school are different in interests and abilities. 3. Children bring to school the different experiences of their own family backgrounds. 4. Children in school learn from each other by sharing their different experiences. Materials Books Beim - Smallest Boy In The Class Brothers - Just One Me Jaynes - Friends, Friends, Friends Mill - My Schoolbook of Picture Stories Rand - I Know A Lot of Things Udry - What Mary Jo Shared	Opener Have the children look around the room at the other boys and girls in the group. Ask them to list as many ways as they can think of that all the children in the class are alike. Then ask them to list the ways in which the children in the class are different. Write responses on tagboard and save them for future reference. The list will be used again in Activities 8 and 11. Note the nature of pupil observations. Did the children list feelings as well as physical traits? Were the children aware of color differences? Note to Teacher: The listing activity is a Cognitive Task I - Concept Formation. Thinking Tasks throughout the unit are identified in the margin for the convenience of the teacher.

CONTENT	LEARNING EXPERIENCES
Curriculum Kit Baby dolls (different races) Flannelboard Story - Fun With Friends Hand Puppets - My Family, Your Family Other Materials Film: People Are Alike and Different Record: Little Songs on Big Subjects Songs: Walking to School Friends! Friends! Friends! Ring Around The Room Study Print: Children in School	Development 1. Show children the two baby dolls from the curriculum kit. Tell children that these two dolls have come to live in the classroom. a. Ask the children: 1) What do babies need to grow strong and healthy? 2) What would happen if they did not get enough food to eat? 3) Do you think these babies also need to be held and loved? 4) How do you know what these babies need? 5) Do they need some of the same things that you need? What do you need? 6) Do you think that children everywhere would need these things? b. Let volunteers act out one thing that they might do to care for one of these babies. Note: Children may wish to choose names for the baby dolls before they are placed in the playhouse corner. 2. Set up a playhouse for the dolls. Let children take turns playing the roles of family members caring for the babies. You may wish to help the children see that kindness and affection are as necessary to the babies' well-being as are food and rest.

CONTENT	LEARNING EXPERIENCES
FIRST DAY OF SCHOOL I wonder if my drawing will be as good as theirs. I wonder if they'll like me or just be full of stares. I wonder if my teacher will look like Mom or Gram. I wonder if my puppy will wonder where I am. -- Aileen Fisher	a. After the role playing, discuss why both babies were given the same treatment. b. Let volunteers tell what might happen to babies if they did not get enough food? enough warm clothes? enough rest? enough love? 3. Tell children: Babies need a lot of care when they are little. But as they grow up, they learn to do more and more things for themselves. They learn to play with other children. Soon they are old enough to go to school. Let's see what one child thought about before the first day of school. a. Read the poem "First Day of School" by Aileen Fisher. b. Discuss these questions: 1) What did the child in the poem wonder about before the first day of school? 2) How did you feel about coming to school for the first time? 3) What did you want to learn in school? 4) What did you want to do in school? c. Ask the children: Why do we come to school? Use their statements for a group experience story "Coming to School." Children should include in the story such statements as: We come to school to learn new things. We come to school to make new friends.

CONTENT	LEARNING EXPERIENCES

School Friends Fingerplay

Five little children standing in a row.
The first one said, "To school we'll go."
The second one said, "We'll learn to write our names."
The third one said, "We'll learn new songs and games."
The fourth one said, "We'll meet new girls and boys."
The fifth one said, "We'll play with all the toys."
Then the school bell rang -- it rang once more.
And they all ran inside the classroom door.

4. Review with the children the many things they have learned since they started kindergarten. Ask each child to tell something that he has learned that he is especially proud of.

   a. Select one of these expressive activities:

      1) Have each child act out something new he has learned in kindergarten.

      2) Make a picture chart of things the children have learned together in kindergarten.

      3) Have each child make a picture showing something he has learned.

   b. Teach the song "Walking to School." (See Appendix.) These four verses to the song may be taught; children may wish to make up additional verses. Note that action is implied: walking, writing, building.

      I'm walking on to school,
      I'm walking on to school,
      I'm walking on to school,
      To learn to do new things.

      I'll learn to count to ten,
      I'll learn to count to ten,
      I'll learn to count to ten,
      With friends in school today.

      I'll build a big high tower,
      I'll build a big high tower,
      I'll build a big high tower,
      With friends in school today.

CONTENT	LEARNING EXPERIENCES
	I'll share the toys and playthings, I'll share the toys and playthings, I'll share the toys and playthings, With all my true school friends. 5. Read Friends, Friends, Friends by Ruth Jaynes to the class. a. Introduce the book by asking: What is a friend? Why is it good to have many friends? b. After reading, discuss these questions: 1) What does Kimi like to do with her friends? 2) Is school a good place to make new friends? 3) What can we do in school to show other children that we want to be friends? c. Help the children make a bulletin board about classroom friends. Children may draw and cut out pictures of their friends or use paper plates to make faces of their friends. Cut-out figures or faces may then be placed on the bulletin board under the title "School Friends." 6. Read the flannelboard story "Fun With Friends." (See Appendix.)

CONTENT	LEARNING EXPERIENCES
	a. After children have heard the story, let individual children act out things they like to do. After each action, ask: Is this fun to do alone? Is this more fun to do with friends? b. Optional Activities: 1) Have children list activities that can be carried on alone, activities that must be carried on with friends. 2) Let children draw pictures showing something in school that they like to do with friends.
Cognitive Task IV - Interpretation of Attitudes and Feelings	7. Tell children: We all need to learn new things and make new friends in school. But there is something else that all of us need. Let's listen and find out what it is. a. Read <u>The Smallest Boy in The Class</u> by Jerrold Beim. b. Discuss these questions: 1) What happened in this story? 2) How do you think being small made Jim feel? 3) Have people ever teased you about anything? How did you feel about it? 4) What can you say about how all children want others to feel about them?

CONTENT	LEARNING EXPERIENCES
Cognitive Task II -- Interpretation of Data	8. Refer back to the list made in the Opener of ways in which the children in the class are alike. Help children add such statements as: We all need to learn; we all need friends; we all need to be liked. a. Read the list to the class. Ask them: 1) What does our list tell us? 2) Why do you think we are alike in many ways? 3) What can you say about all children in school? b. Make a big book for the library table. Have each table of children make one page for the book by cutting out from magazines pictures of boys and girls engaged in different activities and pasting these pictures on tagboard. Make a cover for the book with the title "We Are All Alike." Fasten the book together with string or yarn. 9. Choose three toys from the classroom (block, doll, puzzle). a. Hold each up in turn and ask: Who likes to play with this? Who would rather play with the block than the doll? Who would rather play with the doll than the puzzle? Does this tell us something about how we are different?

CONTENT	LEARNING EXPERIENCES
	b. Show the children pictures 11-12 from My Schoolbook of Picture Stories (boys and girls watching one girl feed the fish). Discuss these questions: 1) What are the children doing in this picture? 2) Do all children in kindergarten like to do the same thing? 3) Why do you think different children like to do different things? 4) What do you like to do best in kindergarten? c. Play the Stand-up Voting Game with children. Use the questions below. If the answer to the question is "yes," have children stand up; if "no," remain seated. Point out to children when the game is over that different children in the class have different interests. 1) How many of you like to play baseball? 2) How many of you like to cut out paper dolls? 3) How many of you like to play with the trucks best? 4) How many of you like to play with the dolls best? 5) How many of you like to paint best?

CONTENT	LEARNING EXPERIENCES
	10. Read <u>I Know A Lot of Things</u> by Ann and Paul Rand. a. Teach the song "Ring Around The Room." (See Appendix.) Select one child to be the leader. Have the leader skip around the circle as the children sing: Ring, ring around the room, Ring, ring around the room, Ring, ring around the room, What do you know today? As the song ends, have the leader tap a child who may respond to the question by telling one thing he knows. Repeat the procedure with the child who was tapped becoming the leader. b. Have children tell things that they would like to learn or know. List their ideas on tagboard. This list may be used to guide future learning activities in the classroom.
Cognitive Task II - Interpretation of Data	11. Tell children that we have learned that we are alike in many ways but that there are also ways in which we are different. Refer back to the list made in the Opener of the ways in which the children in the class are different. Help children add such statements as: We like to do different things. We know about different things.

CONTENT	LEARNING EXPERIENCES
	a. Read the list to the class. Ask them: 1) What does our list tell us? 2) Why do you think we are different in some ways? 3) What can you say about children in school? b. Have the children fold a 12 x 18 sheet of drawing paper in half. Ask them to draw on one side of the paper one way in which we are all alike; on the other side, one way in which we are different. Let children describe their finished drawings. 12. Show the film <u>People Are Alike and Different</u>. a. Discuss these questions: 1) Were some of the people in the film different from you? How were they different? 2) Can you remember what the film said all people need? (Food, shelter, love) 3) Why do people need all of these things? 4) What is the important thing that makes us all alike? b. Optional Activity: Make a poster chart -- All Children Need. At the top of the chart draw or paste cut-out pictures of children

CONTENT	LEARNING EXPERIENCES
	of different sizes, ages, races, etc. Line the chart so that there will be three columns. Head these: Food, Shelter, Love. Have the children draw and cut out pictures showing something that could be placed under one of the headings. Paste pictures on the chart and, when completed, ask children to state in sentence form what the chart shows. Encourage them to verbalize such understandings as: All children need food to eat. All children need a home to live in. All children need someone to love them.
OTHER CHILDREN Lots of other children The same size as me. That's how big I am. Lots of other children The same age as me. That's how old I am. Lots of other children All around me, But they aren't me. They haven't got my mother. They haven't got my daddy. And they aren't me. -- Margaret Wise Brown	13. Read the poem "Other Children" by Margaret Wise Brown. a. Ask children to tell how the child in the poem is like other children, how he is different? Why did he think that having his own mother and father made him special? b. Have each child make a life-sized picture of himself by tracing around his form on butcher paper, cutting it out and painting in features and clothes; or have each child draw a large picture of himself on 12 x 18 construction paper. Place figures or pictures on the walls of the classroom. Children may use the picture display to tell ways in which children in the class are alike and different. 14. Use the two puppets in the curriculum kit to tell the puppet story, "My Family, Your Family." (See Appendix.)

CONTENT	LEARNING EXPERIENCES
	a. Discuss these questions: 1) How are Polly and Peter's families alike? 2) How are they different? 3) Is your family exactly like your friend's family? 4) Do you think you would be different if you lived in a different family? b. Let children take turns using the puppets to tell special ways their families have of doing things. Note to Teacher: Activities 13 and 14 are designed to develop the understanding that each child in the class, although similar in many ways to the other children in the class, has had a different family experience and is therefore unique. 15. Tell children: Boys and girls in school can share many things with each other. Today we will hear a story about a little girl who shared something special with her classmates. a. Read <u>What Mary Jo Shared</u> by Janice Udry. b. Discuss these questions: 1) Why didn't Mary Jo want to bring something to school that the children had already seen? 2) What did Mary Jo finally decide to share with the other children?

CONTENT	LEARNING EXPERIENCES
In developing role playing situations with young children, these steps should be followed: 1. Presenting and discussing the situation. 2. Discussing one way to solve the problem. 3. Inviting initial participation by taking a role yourself or by assigning roles to verbal children. 4. Discussing the initial enactment. 5. Posing other alternatives. 6. Acting out alternatives. 7. Exploring alternatives for consequences. 8. Making a decision as to the best alternative.	3) What do you think the boys and girls learned from Mary Jo's father? 4) How can boys and girls in school learn from each other? c. Have children tell things that they have learned from each other in kindergarten. d. Optional: Invite children in the class to bring a father, mother or grandparent to school to share with other members of the class. The class may plan to serve refreshments and share some songs they have learned with the visitors. 16. Role play these situations using suggested pictures from My Schoolbook of Picture Stories as the focus: a. Pages 1-2: Andy and Susan are building a tall building. Ray comes to play on the tricycle. Suddenly Billy runs over and grabs the trike: "I want to ride that," he screams. It's mine. Give it to me." How can Andy and Susan help? b. Pages 3-4: Joyce and Ted have poured their orange juice and are watching quietly as Jimmy takes his turn. Suddenly, the juice overflows the cup. Carolyn and Vicky watch in surprise. Timothy laughs and says, "Gee, you're sloppy." What can the children do to help? c. Pages 15-16: Mary Jo is first in line to get a drink of water. The other children are waiting in line for their turn. John walked over to the line and tried to push in front of Susan. Susan yelled, "You can't get in front of me. Go to the end of the line." What can the children do to help?

CONTENT	LEARNING EXPERIENCES
	d. Pages 19-20: Bobby and Linda are playing on the see-saw. Ted was playing with the big ball and Mary Jo was playing by herself on the climbing ladder. Bobby gave the see-saw a big bump and held Linda up in the air. "Let me down," called Linda. "Scaredy-cat girl," laughed Bobby. "I like to see girls cry." What can Mary Jo and Ted do to help? Note to Teacher: When children have finished role playing, summarize this activity by pointing out that children learn from each other in school by working together to solve problems.
Optional Language Arts Activity: Have children pantomime different people or things they might like to be for a little while-- a giant a magician a princess a train etc.	17. Say "We are learning that children are alike and that they are also different. Let's find out what one little boy thinks of himself." a. Read Just One Me by Aileen Brothers. b. Discuss these questions: 1) What were some of the things that Jimmy wanted to be? 2) Have you ever wanted to be something else for just a little while? 3) What did Jimmy finally decide to be? Why? 4) Why is it good to be yourself?

CONTENT	LEARNING EXPERIENCES
	18. Play the song "I'm Proud To Be Me" from the record Little Songs on Big Subjects. Have children learn this song. Ask each child to tell something about himself that he is proud of by completing this sentence: I'm proud to be me because.....
Cognitive Task II -- Interpretation of Data	\Conclusion Show children the study print picture: Children in School. Use this picture as the basis for a summarizing discussion. Ask these questions: 1) What can you tell me about the children in this class? 2) Why do you think that each child in this class is important? 3) What can you say about the way in which children learn from each other in school?

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Curriculum Kit

Baby Dolls (different races)

Flannelboard Figures (*Fun With Friends*)

Hand Puppets (*My Family, Your Family*)

Audiovisual Materials

Type	Source	Title
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Record	NCCJ	*Little Songs on Big Topics*
Study Print	CES	*Children in School*

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APPENDIX

1. Flannelboard Story: Fun With Friends
2. Puppet Story: My Family, Your Family
3. Songs: Walking to School

   Friends! Friends! Friends!

   Ring Around The Room

FUN WITH FRIENDS

(Flannelboard Story)

Susan (put up Negro girl) looked out the window at the rain. It was raining very hard. She knew that she couldn't play outside with her friends today. She looked around the room at her toys.

"What can I do all by myself?" asked Susan.

"I can paint a picture." (put up paints)

"I can read a book." (put up book)

"I can listen to a record." (put up record)

"All of these things are fun to do," Susan said, "but I could do so many more things if I only had a friend to play with."

Next door Nancy (put up white girl) looked at the rain. "What can I do on this rainy day?" asked Nancy.

"I know," she said, "I'll put on my books. I'll take my umbrella (put up umbrella) and I'll go visit Susan."

"Come in," said Susan, "I'm glad to see you. Now we can play together."

"We can play checkers." (put up checker game)

"We can play dress-up." (put up flowered hat)

"We can play ball." (put up ball)

"Playing alone is fun sometimes," Nancy said, "but playing with friends is better."

MY FAMILY, YOUR FAMILY

Polly Pickerel hurried along the street to kindergarten. She wanted to be there on time so that she would not miss roll call. Polly liked everything about kindergarten but roll call was her favorite time. She listened carefully each day to hear the teacher call her name -- Polly Pickerel.

There were twenty-five children in Polly's kindergarten class. There were two Jimmies and two Anns but only one Polly. There were two Browns and two Smiths but only one Pickerel. Only one Polly, only one Pickerel, only one Polly Pickerel.

Polly joined the kindergarten circle and looked around at the boys and girls. Her best friend, Lisa, was wearing a new pink dress. How nice Lisa looked, thought Polly. Suddenly Polly heard her teacher say, "Pickerel." "Here," shouted Polly. "Here I am." Everyone began to laugh.

Polly looked around in surprise. Miss Andrews, her teacher said, "Polly, you look surprised and I know why. You thought I was calling your name, but I was not. We have two Jimmies in our class and two Anns, two Browns and two Smiths -- and now we have two Pickerels. Meet Peter Pickerel who has come to join our class. Peter, won't you tell us something about yourself and your family?"

A dark haired boy stood up. So that's Peter Pickerel, thought Polly. I wonder what he's like.

"Thank you, Miss Andrews," said Peter. "I'm happy to be in this class. I'm happy to meet Polly Pickerel. We have the same name but we live in different families."

"My family is big. I have six brothers and sisters. My father is a colonel in the Army so we have lived in many different places. I was born in Germany and I can still remember some German words. Guten morgen -- that

means 'Good morning' in German. I have also lived in Japan and in four different states in the United States."

"Because we have lived in so many different places, we like to eat different kinds of food. I like sauerkraut and sauerbraten from Germany. I like sukiyaki and teriyaki from Japan. I like chili from Texas and clam chowder from Maine. We have a rule at our house that we must all eat everything on our plates. That way I have learned to like many foods."

"Our family has a lot of fun together. My father knows how to ski and he has taught all of us to slide down snowy hills. My mother plays the guitar so we sing together every night after dinner. My oldest brother is teaching me to play baseball. A big family is nice. There are so many people to teach you new things."

"Well, what do you think, Polly?" asked Miss Andrews. "Your names are the same. Are your families the same?"

"No," said Polly. "Peter is right. Our families are different. My family is small. I only have a baby brother. He's too young to teach me things as Peter's big brother does."

"My father is a teacher and I have always lived in Park Forest. We have special rules in our family too. After supper my father grades papers and we must all be quiet while he works. We cannot watch television or play noisy games. Every evening my mother reads to me and sometimes we play checkers together. Mother also teaches me to sew and I make clothes for my dolls."

"We do not eat all the different foods that Peter's family eats. For dinner we have meat and potatoes, salad and vegetables. I don't have to eat everything on my plate and I can even have dessert. I like chocolate ice cream best."

"Every week my grandmother comes to visit us. In the summer we have picnics in our backyard. Sometimes we visit my aunt and uncle in Chicago and I play with my cousins in the park."

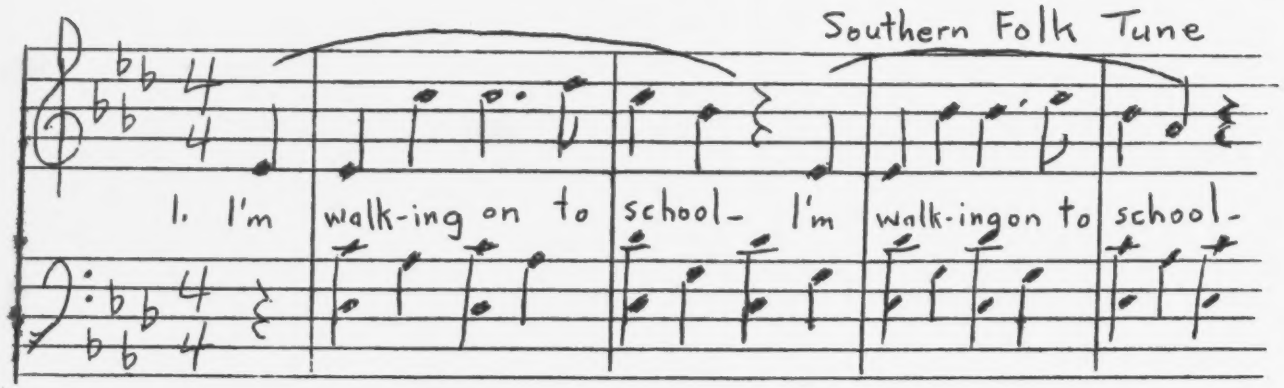
"Welcome to our class, Peter. Our names are the same, our families are different but I hope we will learn to be good friends."

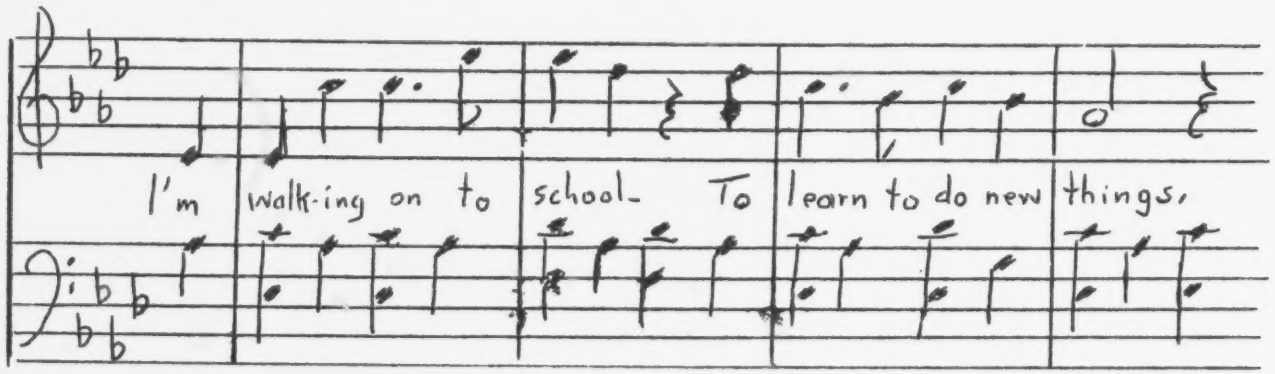
Peter looked at Polly and smiled. "Maybe you can teach me about your school," he said, "and I will teach you all the things I know. It's fun to meet someone who is also a Pickerel."

"Polly and Peter," said Miss Andrews. "Now we have two Pickerels in our class. I know we will all like having Peter as our friend."

WALKING TO SCHOOL

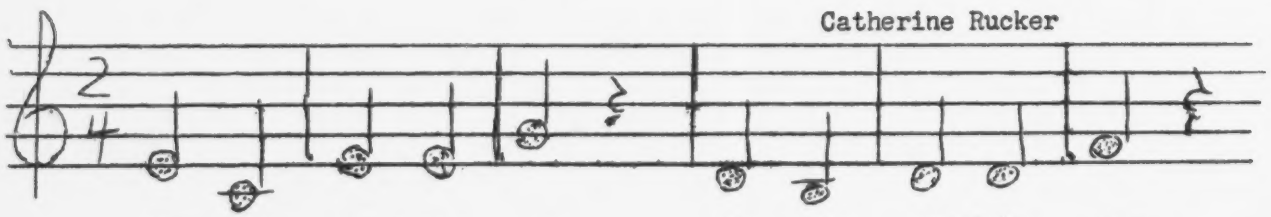
Southern Folk Tune





2. I'll learn to count to ten,
   I'll learn to count to ten,
   I'll learn to count to ten,
   To count in school today.

3. I'll build a big high tower,
   I'll build a big high tower,
   I'll build a big high tower,
   With friends in school today.

4. I'll share my toys and playthings,
   I'll share my toys and playthings,
   I'll share my toys and playthings,
   With all my true school friends.

RING AROUND THE ROOM